



**2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
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Application stamp in date and time

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Grant period from

**January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Attachment 1: *Leverage Leadership Readiness Assessment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and Instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

**701-18-105-014**

**Shared Services Arrangements****X** SSAs are not permitted for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The Duncanville ISD (DISD) student population is primarily Hispanic (52%) and African American (40%). The district employs 18 Principals including 14 African American, 1 Hispanic, and 3 White. Need: Increase Hispanic leaders to mirror student population.	Implement an intentional recruitment and selection process to expand the ethnic diversity of candidate pools. (1) Include applicant identification to enroll teachers with a high probability of raising achievement in low performing schools; and (2) Utilize interviews to rate cognitive and personality traits predictive of success; and (3) Use a rubric to rank candidates based district priorities.
76% of DISD learners are economically disadvantaged and 56% are considered at-risk for dropping out of school. All Principals serve on Title I campuses. Need: Prepare Principals to be effective instructional leaders.	Partner with the TX TECH University to implement an EPP that results in a Master of Education in Educational Leadership & Texas Principal certification. (1) Provide course content & authentic learning to develop instructional leadership; and (2) Utilize criterion standards and data systems to provide actionable feedback.
On average, 50% of DISD campus leaders leave the district after seven years of service. The rate of turnover is significantly higher than state averages. NEED: Prepare effective/successful campus leaders.	Implement a rigorous program with ongoing support to ensure Fellows graduate prepared to successfully lead a campus. (1) Provide a full-time, 15 month EPP with a focus on authentic campus-based leadership experiences; and (2) Provide continuous support from DISD Principal Mentor and a TX TECH Faculty Coach.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Texas TECH University Principal Fellows Program residency period, 100% of Duncanville ISD principal candidates will graduate with a Master of Education in Educational Leadership and a Professional Principal Certification qualifying them to serve as a Principal in the district.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Benchmarks for the first quarter: (1) DISD and Texas TECH University faculty complete program design including identification of campuses, selection of principal mentors, and creation of a blueprint, and calendar of grant activities and events; (2) Application process completed and four diverse Principal Fellows selected for clinical residency program by May 15, 2019; (3) Number of applicants for the program and demographic information of selected Fellows recorded; (4) District Principal Mentor matched to each Fellow and meetings begin by June 2019; (5) Four Fellows meet enrollment requirements and pay tuition/fees to take 6 credit hours toward Master of Educational Leadership degree during the 2019 summer semester; (6) Four Fellows successfully complete 6 credit hours toward Master of Educational Leadership in summer semester 2019; (7) Four Fellows pay tuition/fees for 6 credit hours to be taken in fall semester of 2019; and (8) Texas TECH University Educational Leadership Faculty Coaches meet at least two times with Fellows by August 15, 2019.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Benchmarks for the second quarter: (1) Four Fellows complete job-embedded assignments with support of DISD Principal Mentors and Texas TECH Faculty Coaches; (2) Principal Mentors meet with Fellows and provide observation feedback at least once each week; (3) TEA approved teacher surveys completed in November 2019; (4) Four Principal Fellows successfully complete 6 credit hours toward Master of Educational Leadership by Dec 18, 2019; (5) Four Principal Fellows complete Principal Fellow Survey (perception of mentoring and coaching) by December 31, 2019; (6) Four Principal Fellows pay tuition/fees for 6 credit hours to be taken in spring semester of 2020; (7) Texas TECH Faculty Coaches complete two site visits and provide observation feedback with each Fellow by December 31, 2019.

**Third-Quarter Benchmark**

Third quarter benchmarks: (1) Four Fellows successfully complete job embedded assignments; (2) Principal Mentors meet with Principal Fellows and provide observation feedback at least once each week; (3) TEA approved teacher surveys completed in April 2020; (4) Texas TECH Faculty Coaches complete two site visits and provide observation feedback with each Fellow by May 31, 2020; (5) Four Fellows complete Principal Fellow Survey (perception of mentoring and coaching) by May 31, 2020; (6) Strategic Leadership Team completes Resident Evaluation & Program Evaluation Rubrics (exit performance of graduate on Texas 268 Identified Integrated Pillars) by June 30, 2020; (7) Four Principal Fellows successfully complete Master degree; (8) Four Principal Fellows successfully complete the TExES Principal 268 Exam & Performance Assessment for School Leaders to become certified to serve as a Principal in Texas and scores are recorded, (9) Four Fellows meet or exceed expectations on T-TESS during the induction period; (10) Four Fellows interviewed for leadership positions in DISD.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Duncanville ISD and the Texas TECH Educational Leadership Department propose to work together during the 2019-20 school year to implement a Principal Fellows Partnership Program. As a result of the program, four teachers will become effective school leaders ready for a position of leadership in the district. The district will form a Principal Preparation Strategic Planning Team to collect and analyze data and make necessary adjustments and modifications to meet project goals.

**Project Evaluation Data:** Under the direction of the DISD Chief Academic Officer, the Strategic Planning Team of district and university educators developed a blueprint for the 2019-2020 Principal Preparation Grant Program. The plan outlines SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. The project plan includes all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the Principal Fellows Program. DISD agrees to collect data and comply with any evaluation requirements requested by the Texas Education Agency.

**Necessary Adjustments:** The Chief Academic Officer will guide the Strategic Planning Team in utilizing Site Based Decision Making processes to monitor the implementation of the project. The team will meet at the end of each quarter to collect and analyze project and student level data. Project level data including fidelity of implementation rubrics will be monitored to ensure activities are implemented as indicated on the blueprint. Student level data monitored to monitor and evaluate Principal Fellow progress will include: T-TESS performance, Walk-Through Observation scores, Teacher Surveys, Master Course Completion, TAIS performance, and campus STAAR results. The Strategic Planning Team will use the data and feedback to revise grant activities and associated benchmarks to meet performance outcomes at the end of each quarter and the SMART goal by the end of the grant period.

**Communication:** The Strategic Planning Team will meet four times during the grant period. The team will present formative and summative evaluation reports to the DISD Improvement Committee, Superintendent, and Board of Trustees after each meeting. The district level team will work with the university to use evaluation reports to make modifications to the educator preparation program for the upcoming school year.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [brenda.garcia@tea.texas.gov](mailto:brenda.garcia@tea.texas.gov) for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

**Statutory/Program Requirements**

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Duncanville ISD and the Texas TECH Educational Leadership faculty members have established a process for the recruitment and selection of interns. Each component of the targeted recruitment plan includes both DISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' Principal Fellows.

**Ensuring Diversity:** Duncanville ISD serves 12,792 students. The diverse student population includes primarily Hispanic (52%), African American (40%), and White (4%) learners. DISD employs eighteen Principals. Fifteen of the Principals are African American and three are White. To ensure the ethnicity of Principal candidates reflects the student body, DISD leaders will be instructed to consider nominations of qualified Hispanic candidates. In addition, recommendations from counselors, lead teachers, and instructional coaches will be sought to provide recruitment of a diverse set of high performing teachers.

**Recruitment Practices:** In the spring of 2019, Duncanville ISD will hold an Instructional Leadership Fellows Seminar to showcase the residency program. DISD educators nominated to attend the program will be limited to teacher leaders who do not currently hold a principal or mid-management certification, have not held a principal role, and have been employed by the district for at least three years. From this subset of district employees, diverse teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits in improving academic achievement for at-risk learners will be nominated to attend the event. During the event, prospective Fellows will learn about the program and District Leaders, Principal Mentors, and Faculty Coaches will meet Texas TECH Principal Fellows Program applicants.

**Applicant Identification:** Teachers who wish to become Principal Fellows will submit an application that summarizes educational background, certification areas, and teaching experience. Collected information will also include a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The selection team will then screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA. (1) Evidence of Measurable Student Achievement: The search team will utilize Edugence student data (CIRCLE, TPRI, STAAR, and TEKS Resource System Unit Test scores) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups will be given the highest ratings; (2) Strong Evaluations and Appraisals: A review of formative and summative T-TESS evaluation rubrics over a three year period will be conducted to determine each teacher's strengths and weaknesses. Highest ratings will be given to candidates with distinguished achievement in T-TESS Planning and Instruction domains; (3) Interpersonal Leadership: Letters of recommendation from DISD leaders and T-TESS scores in Learning Environment and Professional Practices domains will be reviewed to determine excellence in working with students and peers; (4) Effective Response to Observations and Feedback: T-TESS and walk-through observation scores will be reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes will be reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Specialist, Team Leader, etc).

**Predictor Assessment:** Following the vetting and selection of candidates at the district level, potential candidates will be required to complete an application that includes open-ended questions on educational leadership. The selection team will review the application to evaluate the candidate's cognitive knowledge of school improvement, as well as, demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed, Principal Fellow candidates will be ranked based on a predictor assessment rubric. Eight candidates will be selected to attend a final interview.

**Resident Selection:** Texas TECH Educational Leadership faculty members will conduct the final phase of the selection process by hosting a virtual live interview with the candidates put forward by Duncanville ISD leaders. The interview will consist of questions on leadership dispositions including content and instructional knowledge, advocacy for at-risk students, and leadership mindset. During the interview process, faculty members will examine DISD selection notes, application identification evidence, and predictor assessment rubrics. The district and university partners will discuss overall attributes and scores to select four candidates for participation in the Principal Partnership Fellow Program.

**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Principal Fellow Program is a collaborative partnership between Duncanville ISD and Texas TECH University to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. The DISD Chief Academic Officer will oversee planning, implementation and evaluation of the project. Each Fellow will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a DISD Principal Mentor and Texas TECH Faculty Coach. Fellows will be required to give up regular teaching responsibilities and relocate to the Principal Mentor's campus for the residency. During the 15 month internship, students will earn a Master's degree and Texas Principal certification.

**Clinical Learning in Authentic Setting:** The Masters of Education in Educational Leadership is a 36 hour online program with 30 hours of core content and 6 hours of Principal Internship. The Educational Leadership faculty at Texas Tech University designed course curriculum, job-embedded leadership opportunities, resources and materials, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2019, Fellows will attend an intensive Summer Institute and complete six hours of graduate courses. Beginning in August, Fellows will work 40-60 hour weeks as an intern at a DISD campus as they complete thirty hours of graduate coursework that includes sustained and rigorous clinical learning assignments in the following topics: Instructional Leadership, Decision Making and Mindset skills, Equity Audits and Data Literacy, Leading Professional Learning Communities, Unpacking the T-TESS and Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing SMART Goals and Progress Monitoring, and Using Quarterly Planning to Improve Teaching and Learning. Course content will be provided by Texas TECH faculty through synchronous live virtual group learning. An Educational Leadership faculty member will be assigned to each Fellow as a Faculty Coach. The coach will work with the Fellow weekly and visit the intern at least six times annually. The DISD Principal Mentor will provide continuous onsite support and feedback to ensure the intern successfully completes job-embedded assignments. Seventy percent of the Fellow's evaluation will be tied to performance in school and community leadership (T-TESS performance), instructional leadership (observation data, teacher survey results, course completion rates), and administrative leadership (TAIS performance). Thirty percent of the Fellow's evaluation will be tied to student scores on three sections of STAAR - student achievement, closing the gaps, and college readiness.

**School and Community Leadership:** During the residency program, Principal Fellows will shadow the Principal Mentor in the T-TESS evaluation of campus educators. Each Fellow will be assigned to support the instructional growth of two struggling teachers through a full T-TESS Pre-Observation-Post (POP) coaching cycle. A video capture of the POP Cycle will provide data, artifacts, and evidence to aid the Fellow in providing appropriate coaching for individual teachers and training for Professional Learning Community (PLC) teams. STAAR data will be used to assess the Fellow's ability to use the T-TESS evaluation process to address campus challenges, improve student achievement, and achieve school success.

**Instructional Leadership:** Principal Mentors will guide Fellows in leading PLCs to model the use of data to make instructional decisions that improve student performance in a targeted area of need. In addition, Fellows will work with teachers to advance advocacy practices and instructional programs for children with special needs emphasizing English Language Learners, Special Education students, and Deaf Education students. Faculty Coaches will provide virtual group learning support and Principal Mentors will provide face-to-face coaching sessions in data-use, instructional coaching, and leadership competencies. Multiple instruments will be used to assess the intern's achievement and growth in instructional leadership including performance data from three observations conducted by university faculty during site visits, teacher survey information collected from participants, and master's degree course completion rates and grades.

**Administrative Leadership:** During the residency, Fellows will work with the Principal Mentor to use the TAIS common framework to identify five areas of need. The mentor will guide the Fellow in working with campus staff during PLCs to develop SMART school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. The Faculty Coach will provide continuous coaching to ensure the Fellow is supported in implementing each phase of the school improvement assignment. TAIS indicators will be used to evaluate the administrative leadership performance of the intern in effectively implementing school improvement.



**Statutory Program Requirements**

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

Duncanville ISD is a progressive district implementing redesign and transformation programs to improve the quality and effectiveness of education for district learners.

Innovation Office - The Curriculum and Instruction Department leads school reform. In 2017 Duncanville ISD applied to become a District of Innovation. Through the program, the district will have flexibility in designing programs to bring about system-wide reform. The DISD District of Innovation plan outlines a system of continuous improvement that includes providing alternative curriculum for students with special needs, establishing local qualification requirements for teachers of Career and Technology Education (CTE) courses, providing non-traditional professional development and teacher collaboration time to develop innovative instructional models for students, beginning school one week early to allow for creative scheduling of intentional teacher professional development throughout the school year, increasing the number of campus behavior coordinators at each campus, and flexibility in hiring probationary teachers after one year. The District Improvement Committee will evaluate the plan each year based on school quality, parent demand, and neighborhood needs to make modifications and changes that support students academically and social-emotionally. A full time Chief Academic Officer leads the Curriculum and Instruction Department. The office has been successful in establishing a variety of redesign programs and school actions to meet the Duncanville ISD mission of providing each student with the necessary skills to achieve lifelong success and contribute to a global society.

School Redesign - The 2018-20P-TECH Success Grant: Duncanville ISD is currently in the process of implementing a grant to provide a P-TECH at Duncanville High School. The early college program will provide students with a Career and Technology Education pathway to an Associate's Degree of Architectural Design and a Computer Aided Drafting and Design Level-I Certificate from Mountain View College. During coursework students will complete internships with industry partners. Students enrolled in the Academy will earn a Foundation High School Program diploma, Associate degree, and industry certification within four to five years of entering high school.

Duncanville educators and stakeholders are committed to implementing successful school actions to improve student achievement and school success for high need learners. In Duncanville ISD we are, "Writing success stories, one student at a time".

**Statutory/Program Requirements (Cont.)**

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Duncanville ISD has a data-driven instructional system. Teachers in each subject area across all grade levels administer TEKS Resource System Unit Tests each four and nine weeks, semi-annual State of Texas Assessments of Academic Readiness (STAAR) benchmarks, and end-of-year STAAR exams. In grade levels K-6, tests are administered in Reading, Math, and Science. In grade levels 6-12, the unit tests are also administered in Social Studies and include content aligned to college entrance exams. Campus calendars are published to delineate Unit Test, STAAR, and college entrance exam testing dates, as well as, Professional Learning Community meetings, and staff development. Campus leaders attend ESC Region 10 training each year to lead staff development in using the Edugence system and a data-use protocol to analyze campus, teacher, and student data. At the beginning of the school year and end of the first semester, the Teacher Specialists lead campus teams in using the system and protocol to analyze test, benchmark, and exam data; identify school-wide trends; and create 90 day action plans delineating campus achievement goals. The Teacher Specialist uses the DuFour coaching model to guides peers in implementation of the action plan including modeling data disaggregation, adjusting curriculum based on student information, demonstrating instructional best practices, and conducting peer observations to provide feedback. Each nine weeks, during planning sessions, the Teacher Specialist works with team mates to use Unit Test data, student work samples, and classroom observations to identify student strengths and weaknesses. Based on the information, the educators plan classroom and homework activities that ensure all learners master essential knowledge and skills, extend lessons to develop higher order thinking skills, and re-teach content when students are struggling. The Principal and Assistant Principal conduct T-TESS walk-through observations and provide feedback and assistance (co-teaching/teaching demonstrations, etc.) when teachers need assistance to improve student achievement. As a team, the campus educators use the data-driven instruction system to improve student performance and achievement.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Duncanville ISD provides professional development for the content areas of ELA/Reading, Math, Science and Social Studies during designated Professional Development in-service days. The Teacher Specialist meets with peers each week at PLC meetings. During the meetings, the specialists model content specific training lessons based on the district scope and sequence framework, work with teachers to examine student performance data to determine the highest leverage issue in the class, and work collaboratively with teachers to create action steps that are implemented in small increments to provide measurable and observable performance outcomes. The lead teacher uses data and feedback from PLCs to target topics that need to be reinforced through staff training such as modeling instructional strategies, scheduling professional development, or conducting coaching sessions. DISD teachers attend in-service to become familiar with the T-TESS domains and performance standards. Principals use faculty meetings to review performance standards and related criteria. Principals and Assistant Principals schedule and conduct walk-through observations to determine teacher transfer of staff development into instruction at least once each semester. The observation cycle includes a pre-conference, observation, post-conference, and end-of-year conference. During the pre-conference, the appraiser and teacher mutually discuss the upcoming lesson observation with a focus on the interrelationships between four domains: planning, instruction, the learning environment and student outcomes. During observations, the evaluator has the ability to provide real-time feedback to support teaching and learning and give the teachers a sense of support and encouragement. The evaluator uses the T-TESS Observation Evidence Sheet to capture detailed, strategically-scripted information. The form is used as a common system for tracking feedback in each domain allowing educators to track the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. The form enables school leaders to graph trends across teacher evaluations for use in identifying topics of future staff trainings. After the observation, the Post Conference Plan Template is used by teachers to provide self-analysis of areas that need to be reinforced and areas that need to be refined. The End-of-Year Conference provides an opportunity for the appraiser and the teacher to summarize observations, formalize evidence and final evaluation scores, and discuss the educator's future goals and training plans.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

**Request for Grant Funds**

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program

4

Matched amount (number of principal residents participating in program x \$15,000)

60,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Salary and fringe for 4 Principal Fellows (\$43,000 salary and \$7,000 fringe)

200,000

Stipends for 4 Mentor Principals (\$1000 each)

4,000

Tuition (\$14,450/candidate for 36 hours tuition + \$50/candidate SWIVL instructional leadership videos)

58,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Texas TECH professional development for DISD Fellows/Principal Mentors/Leaders

10,236

**SUPPLIES AND MATERIALS (6300)**

Textbooks for 4 Residents (\$200/resident)

800

**OTHER OPERATING COSTS (6400)**

Certification exam costs for 4 Principal Fellows (3 exams = \$741/resident)

2,964

Travel for 4 Fellows and 4 Mentors to attend Institute in Austin

4,000

Total Direct Costs

280,000

Indirect Costs


0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

280,000

# RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

<b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		2(F)
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		3(P)
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		4(E)
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		3(P)
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		3(P)
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		3(P)
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		2(F)
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		3(P)
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		4(E)
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		3(P)

## Attachment 1: Leverage Leadership Readiness Assessment

<div> <div>2 - Foundations</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div>	
<b>Leading Observation Feedback</b> <i>How would you describe your team's...</i>	
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3(P)
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2(F)
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	4(E)
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	4(E)
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3(P)
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3(P)
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3(P)
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3(P)
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2(F)
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2(F)